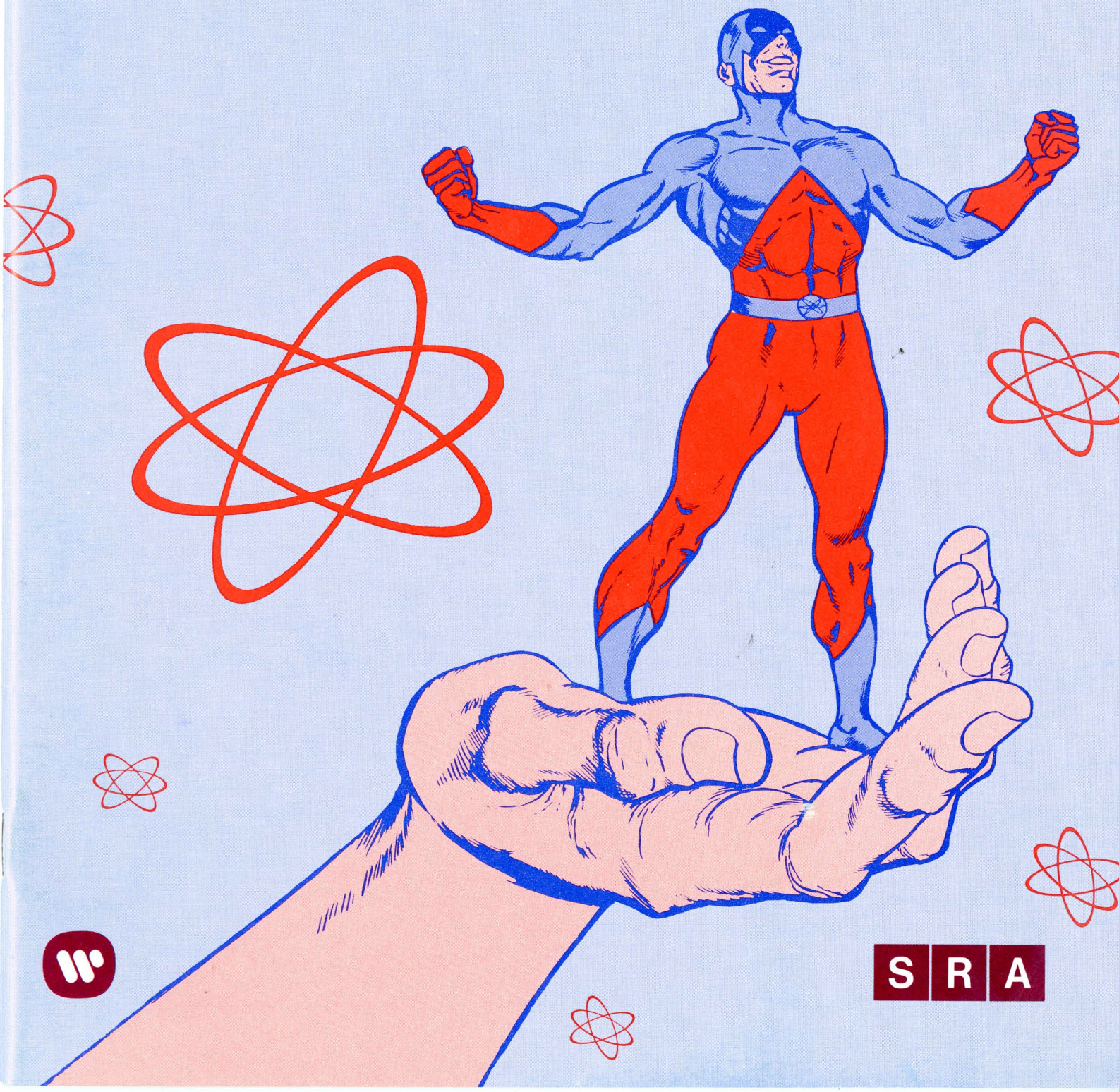
SUPER AA™

TEACHER'S MANUAL



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SUPER AA™

A Motivational Reading Kit
by Kathleen Thompson

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Components

SUPER AA Readers

This kit contains ten copies each of four different, 32-page readers. The high interest of the action, the inventive plots, the color, and splash of comic books—as children know them—have been preserved in the SUPER AA readers. These comic readers include stories featuring famous characters and superheroes who occupy a special place in American folklore. Among others, you'll see:

Superman	Wonder Woman	Robin
Conjura	Batman	Green Lantern
El Dragón	Wilson Forbes	Wonder Girl
Lois Lane	Atom	Merboy

And what a carefully balanced mix of content your young readers will find! The fantastic super-feats, science and space fiction, comic farces, stories with values and human warmth, spy tales, time travels, and real mysteries . . . all are proven attention-keepers!

Vocabulary

The Harris-Jacobson computerized basic elementary reading vocabulary list was used in the development of the dialogue and narrative of the comic readers. The four readers in Kit AA were controlled at the general level of grade 3 core vocabulary. The readers may be used either developmentally or remedially, although the levels are unlikely to matter much, even to the least able reader, who will surely want to read them all!

Very few liberties were taken with the vocabulary control. Words that act as sound effects in the blurbs or the art, such as *woof, blam*, and *urgfphhh*, were not listed. Also words ending with the *-er* marker were not counted if the base word was within the control: for example, *container*. The words within the art—such as the names on stores and road signs—were not counted. If compounds and contractions appear at a higher level in the control, you'll find them listed in the Manual, even though each word part is within the control.

Turn to page 32 for an alphabetized vocabulary index of the listed words in the Manual.

While your students enjoy every picture and blurb in the comic readers, you can be assured that the educational underpinnings contain solidly based reading skills practice.

Teacher's Manual

The Teacher's Manual offers you techniques for visual, oral, and written skills practice using the components of the kit. You may use them all, or you may select among the options, depending on your professional preferences and the students' personal requirements. For each comic story, the Teacher's Manual provides:

- a brief *synopsis* of the plot
- a guide to *vocabulary* for introduction or review
- words, phrases, and idioms of *special interest*
- a *phonics workout* for unlocking pronunciation of words
- *proper names* of characters, places, and things
- questions for checking *comprehension*
- questions and comments for *extending the discussion* relating to the story
- the *number of the activity sheet* that accompanies the story
- questions and comments for *extending the discussion relating to the activity sheet*—a useful and unusual extra
- the *numbers of the corresponding task cards*

Each word not found in the appropriate control level is listed in one of the four word categories of the lesson plan. *Vocabulary* includes sentences using new words in a readable context. *Special interest* lists words and phrases that are related to the story's setting. The *phonics workout* lists words that are not in the vocabulary control but for which the student is likely to have the necessary skills for decoding. Another section contains the *proper names* of characters, places, and things in the story.

Approach to Phonics Workout

The Phonics Workout sections in the Manual provide familiar words for initial association and rhyme. The suggested approach is, "The new word begins like____and it rhymes with____." The phonics section offers key words of lower vocabulary level or others that are sure to be familiar. The students may be shown those parts of familiar words to help them in naming the new word.

Spirit Duplicating Masters

The accompanying box of 40 Activity Sheets on spirit duplicationg masters provides you with dozens of opportunities for reading and language skills practice. These spirit duplicating masters include:

- *Activity Sheets* for each story—comprehension exercises, identification of characters and conflicts, analyses of word structures, phonics skills, and other reading skills based on the stories.
- *Check It Out*!—a review of selected exercises on the activity sheets for the stories in each comic reader.
- *Language Experiences*—puzzles, riddles, games of visual acuity, sequence exercises and other kinds of word games.

The language experiences may be used independently from the other components in the kit. It is for you to decide to whom these materials are given—and when.

The answers and the performance goals are overprinted in red on each master. They do not reproduce. Please read the information on the box containing the spirit duplicating masters.

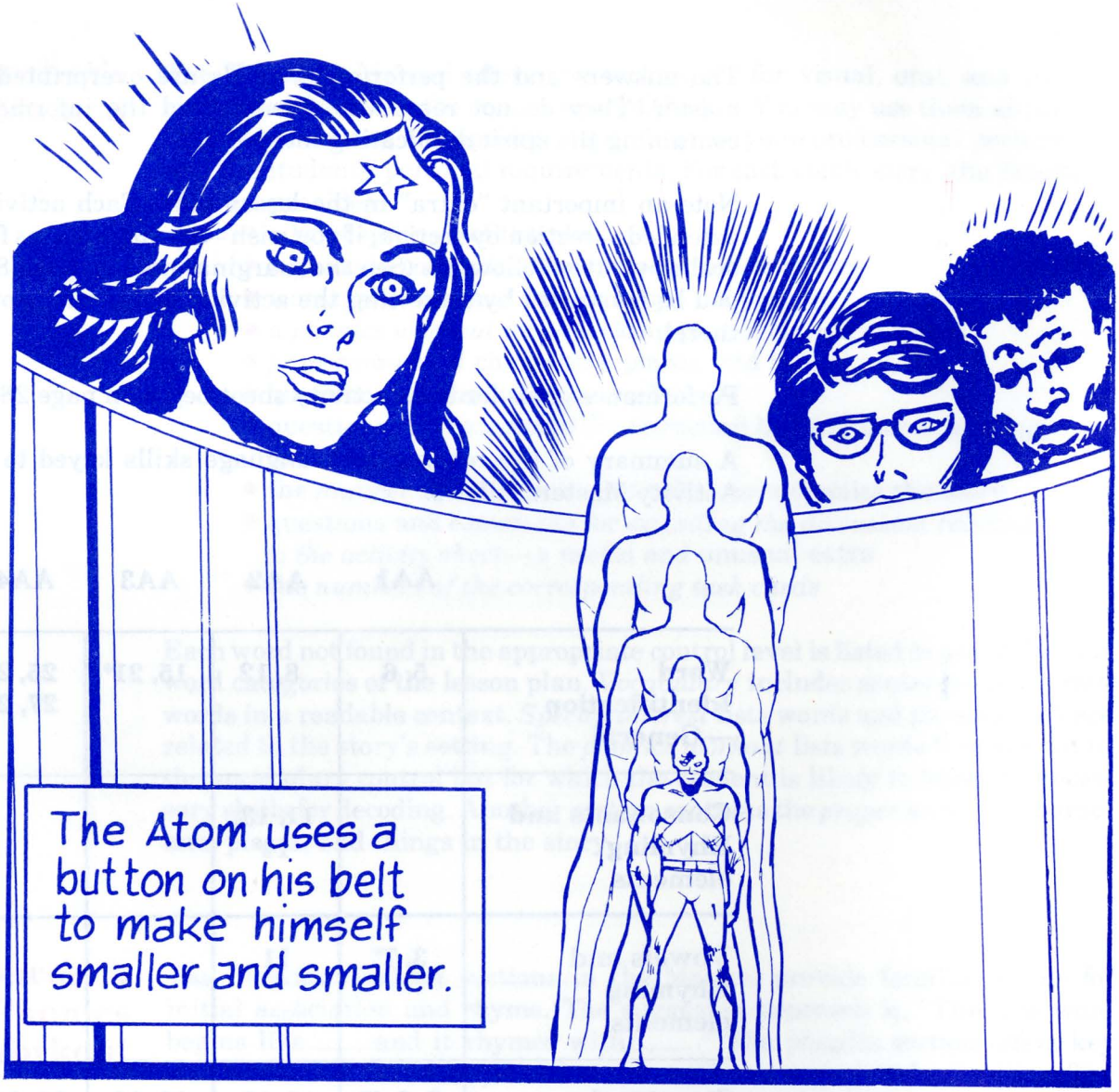
Note an important "extra" in the lesson plan. Each activity sheet may be extended—section by section, if you wish—by suggestions for discussion and oral or written follow-up. (See the marginal note on page 8.) No longer will you be frustrated by correcting the activity sheets with nowhere to go from there!

Performance goals for each activity sheet begin on page 28.

A summary of the reading and language skills keyed to the SUPER AA Activity Masters follows:

	AA1	AA2	AA3	AA4	Language Experiences
Word Identification —General	5, 6	8, 12	15, 21*	25, 26, 27, 28*	
Consonants and Rhyming elements		11, 13, 14*			
Vowels and Rhyming elements	3, 7*	11			34
Structural Analysis	2, 3, 7*	15, 19, 21*	23, 26	33, 35, 37, 38	
Literal Comprehension	1, 2	8, 9, 10	15, 16, 17, 18	24	
Inferential Comprehension			22	29	
Vocabulary Compound Words	2	9, 10, 14*		22	30, 31, 39, 40
Study Skills		8, 14	19, 20, 21*	25, 28*	32

*Review



Task Cards

Colorful and durable, the 48 Task Cards offer oral and written tasks that are enticing, educationally oriented, and contextually related to the comic readers. The Task Cards help you to bring the content together with the personal and social experiences of each student.

The student selects a card from at least two, and often more, tasks for each comic story. There are 12 different Task Cards for each reader, and they are color-coded to the outside border of each reader's front cover. For each card, a general direction has been followed, depending on the nature of the task:

- something to talk about
- something to write about
- something to do alone
- something to do with a friend or a small group
- a product to show for the completion of the effort
- a spinoff—something personal and private to think about

Although a card may involve a combination of tasks, each card has been grouped here in one of eleven general categories:

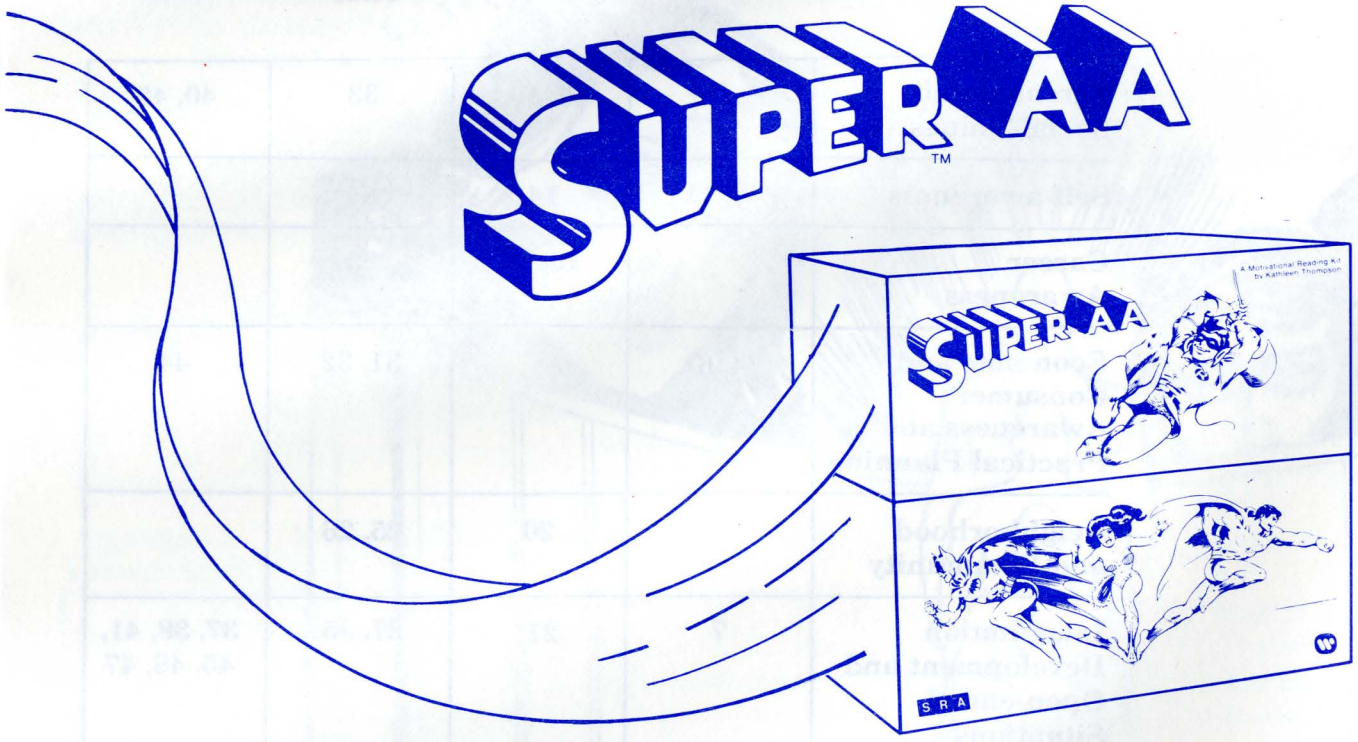
	AA1	AA2	AA3	AA4
Personal and Social Values		15, 16	33	40, 43
Self-awareness	3, 11	14	34	
Career Awareness		19, 22	23	
Economic and Consumer Awareness and Practical Planning	4, 6		31, 32	44
Neighborhood and Community		20	25, 26	
Imagination Development and Open-ended Situations	7	21	27, 35	37, 38, 41, 45, 46, 47
Rhyme Time	12	24	36	48
Relationships	10			
Science	1, 2, 8, 9	18	29	42
Other Times; Other Places	5	13, 17		39
Media Projects			28, 30	

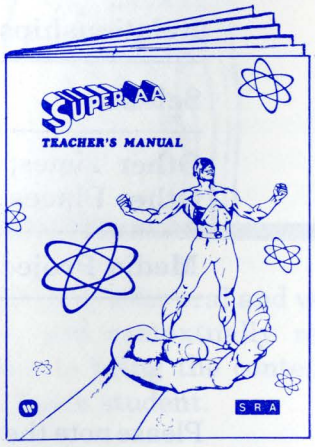
Please note the *Think about This* section, which appears on many cards. Don't feel that you must convert each student's thinking about this section into a demonstrable action. If you wish, use that question for an open-ended sharing of an issue, the answer to which may not yet be obvious to a student.

Poster

The Poster featuring the "History of Superman" completes SUPER AA. It can be a decorative addition to your wall, a source of perception, a fantasy starter, a motivation for oral discussion, or a generator for a written story. Turn to page 26 for suggestions on using the poster.

The Components of SUPER AA™





Teacher's Manual

Synopsis, vocabulary, questions for comprehending and extending each story

An important extra!—suggestions for extending each section of the activity sheets

A vocabulary index and suggestions for teaching the poster

Four different 32-page Comic Readers

Ten copies of each reader for individual or group study

Colorful, enticing stories chosen for ethnic and sex balance

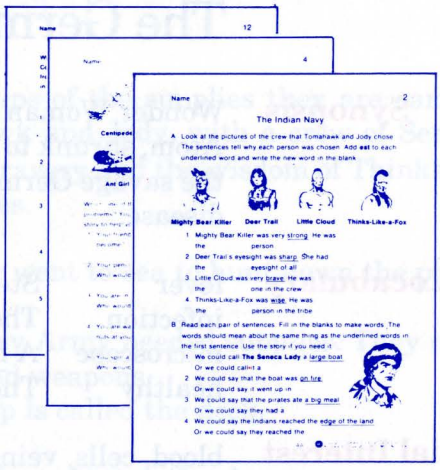
Controlled vocabulary—four readers for grade level 3

40 Activity Sheets on spirit duplicating masters

Seven masters for each reader—one or more sheets for each story and an end-of-reader review

PLUS—12 language activity sheets for use at any time

Answers and performance goals overprinted in red

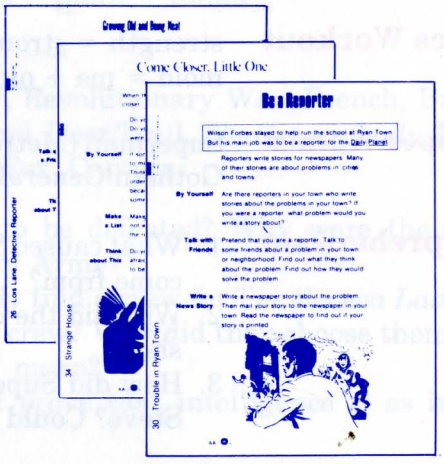


48 Task Cards

Two or more cards for each story, 12 for each comic reader

Students select from a wide choice of interesting oral and written tasks

Each card leads students toward a creative writing activity



One Poster

Intended for your display board

The Teacher's Manual includes suggestions for motivating students to read and discuss the poster, to use it as a starter for writing stories

SUPERMAN
Superbaby's rocketship escaped the explosion of his planet Krypton and headed toward Smallville on Earth.
Superbaby began to test his super powers of Flying, Super strength and super vision. And life on the Farm with Ma and Pa Kent was full of adventure.
As he grew, his super-powers developed. At the same time, Superboy put out a fire, he rescued Lana Lang.
Lana was to one day compete with another L.L. - Lois Lane - For Superman's heart.
Superman in action! He always watches out for his friends who work at the Daily Planet. Wilson Forbes, Jimmy Olsen, and Lois Lane know him as Clark Kent. What a surprise. Clark's true identity would be to them!

The Germ People

Synopsis

Wonder Woman's friend, Steve Trevor, is stricken by a mysterious disease. Atom, shrunk to sub-microscopic size, searches Trevor's biological system for the savage Germ People while Wonder Woman tracks down the source of the disease.

Vocabulary

fever	Steve Trevor felt hot. He had a fever.
infection	The Germ People caused the infection that made Steve sick.
microscope	A microscope helps people see things their eyes alone can't see.
healthy	The Atom killed the germs and made Steve healthy again.

Special Interest

blood, cells, veins, valve, lungs, lymph system

Phonics Workout

strength = strong + length smash = small + dash
mold = me + old

Proper Names

Superman (Metropolis Marvel), Wonder Woman, Atom (Ray Palmer), Doctor, Gotham General Hospital, Steve Trevor, Air Force, Professor Jane Simpson

Comprehension

1. What caused Steve to be sick? Where had the germs that caused his disease come from?
2. Why did the doctor decide not to give Steve the medicine he needed in a shot?
3. How did Superman and the Atom use their special superpowers to help Steve? Could one of them have done the job alone?

Extension

1. Illustrate the rapid growth that can take place in cell division. Ask a student to draw a circle to represent one cell on the chalkboard. Assume that cell division occurs every minute, and have the student draw the number of cells that exist after one minute, two minutes, three minutes, and four minutes (2,4,8,16). Then have the student represent numerically the number of cells that would exist after five, six, seven, eight, nine, and ten minutes (32, 64, 128, 256, 512, 1024).
2. Have selected students or volunteers pretend to be various organs or systems of the body. Each student should describe his or her function or behavior until his or her identity is guessed. (For example: "I get larger and smaller each time you breathe. What am I?")

Extending Activity 1

(The extensions refer to the corresponding sections on the Activity Sheets.)

Have students make up new sentences that would serve as clues to the answers. For example, clue number one could read, "This person's other name is Ray Palmer."

Task Cards

1 and 2

The Indian Navy

Synopsis

Pirates are robbing French ships of the supplies they are carrying to the Revolutionary Army. Tomahawk and Jody, with a crew of Seneca Indians aboard *The Seneca Lady,* use bravery and the wisdom of Thinks-Like-A-Fox to defeat and capture the pirates.

Vocabulary

pirate — The Indian Navy went to sea to hunt down the pirate ships.

supplies — The Revolutionary Army needed supplies. They needed food, clothing, and weapons.

deck — The floor of a ship is called the deck.

Phonics Workout

crew = crawl + few plank = plant + thank

vines = visit + fines

Proper Names

Tomahawk, Indian Navy, Jody, Revolutionary War, French, British, Chief Setting Sun, Senecas, Little Cloud, Deer Trail, *The Seneca Lady,* Mighty Bear Killer, Indians, Thinks-Like-a-Fox, Captain

Comprehension

1. Why did the pirates have to be defeated? Why were their actions so harmful to the Revolutionary Army?
2. How did Tomahawk and Jody find a crew for *The Seneca Lady?* Who did they choose for the crew? Why did they choose them?
3. What does "walk the plank" mean?
4. How did Thinks-Like-a-Fox prove that intelligence is as important as strength or speed?

Extension

1. Tell students that some Native Americans had names that could be translated into English words. These names described the person in some way, such as "Thinks-Like-a-Fox." Then have students give new names to several famous people. (The names should describe those people in some way.) Ask students to think of new names for themselves.
2. Ask students to list the kinds of supplies that are needed in a classroom, in an office, and in a kitchen.
3. Have students think of tasks or situations that require a combination of the individual skills of several people to perform a job or meet a goal. Ask students to describe how and why teamwork is necessary.

Extending Activity 2

A. Ask students to give the comparative and superlative forms of adverbs and adjectives that can be used to describe items in the classroom or in their neighborhood. (For example: the size and weight of books or the proximity of homes to stores.) Touch on the irregular comparative forms such as *good, better, best,* and *bad, worse, worst.*

B. Have students paraphrase simple sentences by substituting synonyms or synonymous phrases for given words. (For example: "It may *storm* tonight," "Sometimes I feel *low*," and so on.)

Task Cards

3, 4, and 5

AA1, pages 20-21

Catch the Plane

Synopsis Aunt Dolores thinks it wise to have a trial run to the airport before the day of her real departure.

Vocabulary

airport — Airplanes land and take off at the airport.

Proper Names Aunt Dolores, José, Cousin Isabel, Carmen

Comprehension

1. Did Aunt Dolores ever say that she wanted to catch the plane? Why did José think she had to catch the plane on that day?
2. Why did Aunt Dolores pretend that she was trying to catch a plane on that day? Do you think that she and José and Carmen will do anything differently on their trip to the airport the next day?

Extension

1. Ask students to give examples of the kinds of things that can happen to them when they are trying to get somewhere on time. (For example: ask students to give examples of things that have made them late for school.)
2. Ask any students who have traveled in an airplane to describe what airline travel is like.

Extending Activity 3

A. Write the word *car* on the chalkboard. List beneath it *cat, cast, cash, mash,* and *math.* Ask students to write directions for forming each word in the list.

B. Discuss rhyming words. Emphasize that it is the way words sound, and not the way they look, that determines rhyme. Then have students name at least one additional word that rhymes with the circled words in each row.

Task Card 6

AA1, pages 22-27

The Insect Queen

Synopsis A special ring is Lana Lang's reward for helping an Insect Woman from outer space. The ring gives Lana the characteristics of various insects. Lana uses those insect characteristics to short-cut ordinary difficulties, escape danger, and capture criminals.

Vocabulary

web — A spider catches insects by spinning a web to trap them.
antennae — An insect "hears" with its antennae.
super — This sandwich is better than good. It's super!

Phonics Workout heaven = heavy + seven

Special Interest grasshopper, firefly, centipede, dragonfly, beetle, moth, mosquito

Proper Names Lana Lang, Insect Queen, Ant Girl, Bee Girl, Beetle Girl, Moth Girl, Spider Girl, Mosquito Girl, Mom, Superboy, Earth, Insect Woman, Clark Kent

Comprehension

1. Why did the Insect Woman give Lana Lang the special ring? What powers did the ring have?
2. What was Lana's plan for making use of her new insect powers? What did she name herself?
3. Why did Lana decide to turn into Beetle Girl? Moth Girl? Spider Girl? Mosquito Girl? Ant Girl?

Extension

1. Have selected students use an encyclopedia to look up various insects such as cockroaches, weevils, silverfish, gnats, and termites. Then ask each student to describe a characteristic of one of the insects that might be useful to a person in a particular circumstance.
2. Ask each student to list the names of as many insects as he or she can. (They may use the insects in the story.) Then have students divide their lists into the categories "Helpful to People" and "Harmful to People." Lead a class discussion about the categorized lists, inviting differences of opinion about how and why the insects should be categorized.

Extending Activity 4

Have each student write and illustrate a short story about a particular problem and how he or she would solve it by using an insect power. Ask students to think of situations other than the ones described in the story or on the Activity Sheet, though they may use the same or similar insect powers.

Task Cards

7 and 8

Following the cry, Lana finds something amazing.
My goodness! Someone from another planet!
I can read your thoughts, Earth person. Yes, I was exploring your planet when this dead tree fell on me. I'm trapped!

Dinosaur Diamonds

Synopsis Everyone is after the same 100 million-year-old dinosaur bone. Professor Garcia wants to study it; Mr. Parker wants to steal it; Mutt wants to eat it; and Krypto finds out what all the fuss is about.

Vocabulary

dinosaur — The dinosaur was the largest land animal that ever lived on earth.

Proper Names Krypto, Mutt, Professor Garcia, Mr. Parker

Comprehension

1. Who wanted the dinosaur bone, and why?
2. Why was Krypto upset about Mutt's reaction to him?
3. What does this sentence mean: "This whole job has gone to the dogs"? Why was that sentence funny in this situation?
4. What did Krypto do to help Mutt? Why did Krypto do it?

Extension

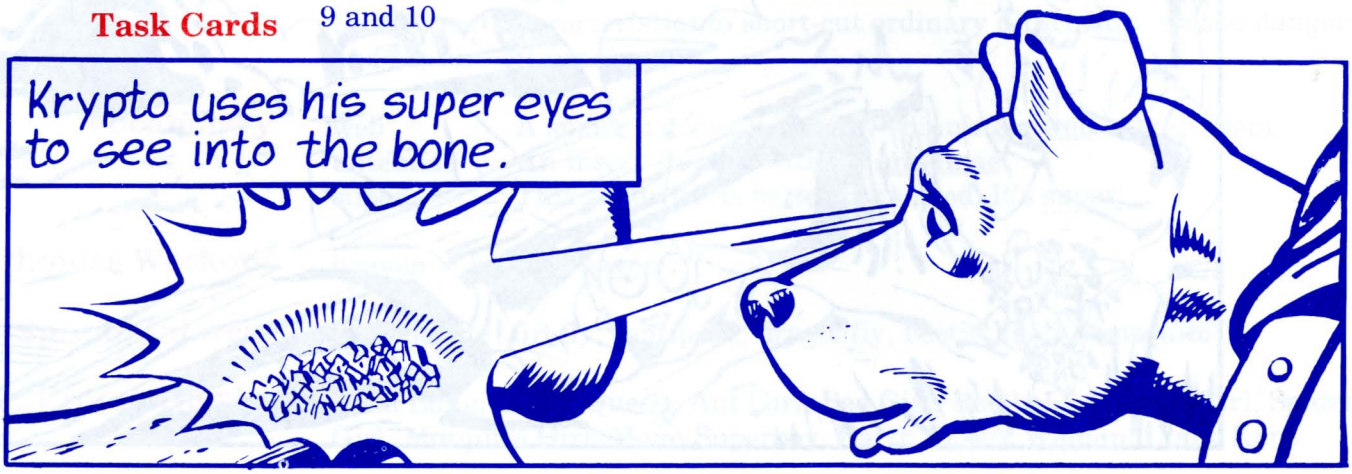
1. Ask interested students to research dinosaurs, using books and materials in the library. Each student could concentrate on a different type of dinosaur, such as Tyrannosaurus, Bronotosaurus, and so on. They might want to answer some of the following questions: How long ago did this dinosaur live? Where did it live? What did it eat? What did it look like? Why did it become extinct? Students could then give a group report to the class on what they discovered about dinosaurs.
2. Have students locate the pictures in the story that tell what a particular character is thinking. Ask which students' pictures show a character speaking and thinking. Then ask students to tell why they think a writer tells the reader what a character is thinking.

Extending Activity 5

A. Ask students to list other words that could be used to describe Mutt, Mr. Parker, and Krypto. Then ask for words that could be used to describe Professor Garcia. If you wish, explain that the words students have listed are examples of *adjectives*—words that describe something.

B. Have students take turns making up new sentences that describe a character in the story. They should not use the character's name in their sentences. The student who correctly names the character the sentence describes takes the next turn.

Task Cards 9 and 10



Little Brontosaurus

Proper Name Little Brontosaurus

Extending Activity 6 Divide the class into two teams. Tell students that they will have to think of words that describe various animals. Call out the names of an animal. The first student to call out an adjective that accurately describes the animal wins a point for his or her team. Continue the game with another animal, and so on. When the game is over, tell students that the words they have been using are adjectives.

Task Card 11

Activity 7 Check It Out!

Battle of the Sea People

Synopsis Wonder Girl saves the brave Merboy from a shark and is taken to a Sea Dance in the secret Mer-world. But the revels are interrupted by the attack of the Sea-Centaurs. Wonder Girl must vanquish the Sea-Centaurs and a killer whale in order to restore peace and gain the friendship of the Mer-people.

Vocabulary

battle	Hundreds of soldiers are fighting in the battle.
pearls	Clara's beautiful ring was made of pearls and diamonds.
lasso	The cowboy threw his lasso around the neck of the running horse.

Phonics Workout shark = shell + dark

Proper Names Wonder Girl, Neptune, Merboy, Amazon, Mer-people, Mer-world, Sea Dance, Mer-girls, Sea-Centaurs, Hera, Mer-boys

Comprehension

1. Where is the Mer-world? How do you get there?
2. Who were the enemies of the Mer-people? What did they plan to do during the Mer-people's Sea Dance?
3. What did the Mer-people think of Wonder Girl when she first arrived at the dance? What made them change their minds?
4. How did Wonder Girl save the Sea-Centaurs? What did she ask for as a reward?

Extension Explain that the dance the Mer-people did was a folk dance; *i.e.*, a dance an entire group of people do together. Have students make up their own folk dance. You may wish to play a tape or record or have students sing a familiar song to accompany the dance. The dance would consist of steps such as: circling to the left, circling to the right, coming to the center, dropping hands and twirling, stamping, skipping, and so on.

Extending Activity 8

A. Have students change the subject of each sentence to "I" and write their own sentences, using the same adjectives. (For example: "I was sad because . . . ," "I was too shy to . . . ," "I said, 'There's that cute . . . ")
B. Have students write sentences that pair a character name from list 1 with a verb from list 2. (For example: "Merboy swims like a fish." "The Amazon sat by her campfire.")
C. Have several students volunteer to read their story endings aloud. Lead a class discussion about the differences and similarities in the story endings.

Extending Activity 9

A. Have each student write an additional sentence that could have been said by each pictured character or group.
B. Have each student try to write a sentence using all four words.

Task Cards 13, 14, and 15

AA2, pages 12-17

The Golden Lie Detector

Synopsis Ted and Teri Trapper are amazed by Baraka's magic statue. The ancient golden statue appears to detect lies. Strange goings-on in Baraka's small African country indicate the presence of a spy. When Teri and Ted discover how the Golden Statue of Truth works, they also discover the spy's identity.

Vocabulary

detector	This detector can tell you how fast the wind is blowing.
instant	Phyllis slipped on the ice, and an instant later she was flat on her face.
sword	Before guns were invented, a soldier used a sword.

Phonics Workout masks = man + asks

Proper Names Ted Trapper, Teri Trapper, African, Baraka, Orizu, Golden Statue of Truth, Iceland

Comprehension

1. What happened to Ted and Teri on their way to see Baraka? What did the Trappers think the reason was for the gunshot?
2. How did the Statue of Truth indicate whether someone was lying or telling the truth?
3. Why did Orizu hand a dirty mask to Teri?

Extension Have one or several volunteers research lie detectors and how they work, and report to the class. In the discussion, emphasize that lie detectors do not actually detect lies. Rather, they detect changes in body functions that often accompany lying. Ask questions such as the following: Can you think of any reason why a person's heart might beat faster even if that person were telling the truth? Do you think there are people who can tell lies without perspiring or having their heartbeat change? How well do you think lie detectors work? Point out that the results of lie detector tests are almost never allowed in a court of law. Ask students why they think this might be so.

Extending Activity 10

A. Have students write their own true or false sentences. Ask students to volunteer to read their sentences aloud, and have the class respond with the words "green" or "red." (For example: "I am six feet tall." "My dog gave birth to three kittens.") If necessary, discuss the fact that some sentences cannot be assigned to either category without additional information and may only express an opinion. (For example: "I love pistachio ice cream.")
B. Have students volunteer to describe their answers, as in the first sentence of each part of Exercise A, and have the class guess the answer. (For example: "These people clean streets. They are street ____.")

Task Cards 16 and 17

AA2, pages 18-25

That Stealing Cat

Synopsis

That Cat is sent to Animal Training School because he has been stealing food from all over the neighborhood. Human thieves are at work as well, and That Cat, the reformed thief, assists in capturing them.

Vocabulary

cheese — There are many different kinds of cheese and all are made from milk.

Phonics Workout

grasshoppers = grass + hoppers flashlight = flash + light

Proper Names

That Cat, Penny, Mrs. Chin, Tubby, Scooter, Green Stamps, Animal Training School, Doctor, Morty, Al, Limburger

Comprehension

1. Why was That Cat sent to training school? Was the training he got there successful?
2. What things did That Cat steal? In the story, what was the last thing That Cat stole? How did Penny find out that he took it?
3. How were the robbers caught? What events led up to their capture?

Extension

1. Point out to students that Morty was allergic to cats. Then ask them to name other things to which people are allergic. Ask if any students have allergies, and have them describe the kinds of precautions they have to take.
2. Remind students that Penny took That Cat to an animal training school. Ask students to name the kinds of things people learn in training schools. (For example: how to drive a car, how to dance, martial arts.) Ask students if there are any training schools they would like to attend, and why.

Extending Activity 11

Use the following descriptions and have students complete the sentences with words that rhyme: If a piglet eats a lot, it will grow up to be a _____ *(big pig)*. If a kitten eats too much, it will grow up to be a _____ *(fat cat)*. If a colt doesn't eat enough, it will be a _____ *(bony pony)*. If the trumpet players didn't pay attention to the band leader, they might play the _____ *(wrong song)*. If your friend fell into wet dirt, he would be your _____ *(muddy buddy)*. Have students think of their own sentences and present them to the class.

Task Cards 18 and 19

Superbaby's Strange Pet

Synopsis When Superbaby brings home a huge ape-like pet, his foster parents are upset and bewildered. But when they learn where he found it, they help him rescue the alien traveler in distress.

Proper Names Superbaby (Clark, Superman), Martha Kent (Mommy, Mom), Jonathan Kent (Daddy), Spot, Rover, Fido, Sport, Pal, Lassie, Skulazar, English

Comprehension

1. What kind of cage did Superbaby make for his strange pet? Why was this an easy job for Superbaby?
2. Where did Superbaby find the strange pet? What was Skulazar doing there? Why did he need Superbaby's help?

Extension

1. Point out to students that Superbaby had to take care of his pet. Ask them to describe the things that Superbaby did for Skulazar. Ask students to name some other things that must be done for pets.
2. Explain to students that Skulazar needed a spaceship mechanic. Then ask them to think of other jobs that involve making repairs. (For example: auto mechanics, plumbers, carpenters, television repairers, etc.)
3. Ask students if they have ever repaired anything and to explain what they did.

Extending Activity 12 Have each student draw a picture of the situation described in one of the poems. Students may need to look in an encyclopedia to find out what some of the animals look like.

Task Cards 20, 21, and 22

AA2, inside back cover

Juanito

Proper Names Juanito, Mrs. Cruz

Extension Point out to students that Juanito traded his work for an ice cream cone. Trading something or a service for something other than money is called "barter." Ask students for examples of barter. Then lead a class discussion about the advantages and disadvantages of the barter system.

Extending Activity 13 Have students write the names of different flavors of ice cream on a sheet of paper. Then ask them to write sentences describing each flavor. Have volunteers present their sentences to the class. Members of the class can try to guess the name of each flavor presented.

Task Card 23

Activity 14 Check It Out!

Lois Lane, Detective Reporter

Synopsis

The Night Hunter is clearing the streets of muggers, but the police want to stop him. A clue leads reporter Lois Lane to the Eastside Nursing Home. Is the Night Hunter really an old man or is it Dr. Patrick Sheehy, who runs the home? Lois must fight off some muggers before she figures out that the Night Hunter is a brilliant actress.

Vocabulary

clue	It's good to have a clue when you need to solve a mystery.
innocent	"I didn't do it," said Glinda. "I'm innocent."
cologne	Bob splashes on some cologne when he wants to smell good.
building	My grandmother has an apartment in a large building near the park.
ability	You have the ability to do something if you are able to do it.
cab	The family car was being repaired and the bus was late, and so we rode to the movie in a cab.

Special Interest

mugger, victims

Phonics Workout

law = large + paw

Proper Names

Lois Lane, Eastside Nursing Home, Night Hunter, Ramon, Perry White, His Majesty, Dr. Patrick Sheehy, Theresa Claro, Dad, Superman, Fifth, Walnut

Comprehension

1. Who did the Night Hunter attack? Why did the police want to catch the Night Hunter?
2. What clue did the Night Hunter leave behind? To whom did the clue point? Was it a good clue?
3. Why did muggers anger the Night Hunter? What did the Night Hunter have to do with the Eastside Nursing Home?

Extension

1. Point out to students that the Night Hunter wore a cologne called "His Majesty" in order to appear to be a man. Ask students to suggest reasons why a cologne would be named "His Majesty." (For example: a king is called His Majesty; if you wear cologne you will feel important.) Point out that the name of the cologne is supposed to make people want to buy it. Ask students to think of names for colognes and perfumes that would make them sound desirable. (For example: Lovely Flower Perfume, Cinnamon Scent.) Then ask students to suggest names for colognes that make them sound undesirable. (For example: Skunk Water, Trash Can Cologne.) Have students write advertising slogans for both the desirable and undesirable colognes they named. Then point out that Lois Lane didn't like the smell of "His Majesty" cologne and that the name was just a name, not a good description of the scent.
2. Ask a volunteer to explain why Lois Lane did not write a newspaper story about the discovery of the Night Hunter. Then have students collaborate on the story she might have written, and have them put it on the chalkboard.

Extending Activity 15

A. Have students derive the verbs from the following nouns by subtracting the *-r* or *-er* endings: reader, packer, writer, fisher, burner.
B. Have students write one descriptive sentence about each person pictured.
C. Have the students, as a group, devise a sentence using as many of the circled words as possible. Write the sentence on the chalkboard as it is developed. Allow humor and absurdity, but correct any grammatical errors.

Task Cards

25 and 26

AA3, pages 9-16

El Dragón

Synopsis

A dragon has been sighted on the West Side of town. Most people are afraid, but Miguel Rodriguez decides to investigate. When Miguel discovers a dragon guarding the entrance to a tunnel, he also discovers the secret wisdom of Ixur, the lost planet. Miguel Rodriguez is given the power and wisdom of Z44 and becomes El Dragón.

Vocabulary

introducing	Introducing people is making them known to one another.
computer	A computer is a machine invented and used by people to keep track of things and solve problems.
memory	Chan has a good memory, and never forgets anything.
wisdom	You have wisdom if you understand what is good and true.
destruction	The destruction of this building was caused by a fire.
creature	A dog is a friendly creature with four legs.

Special Interest

¡ caramba! (good grief!)

Phonics Workout

teen = t + seen information = in + for + made + station

Proper Names

Miguel Rodriguez (El Dragón), Spanish, West Side, Jorge, Big Bad Wolf, Z44, Earthling, Earth, Ixur

Comprehension

1. Why did Miguel decide to investigate the old mine in the park? What did he see when he first went inside? How did he get past the guard?
2. What was the dragon guarding? What was stored inside the computer? How did Miguel discover this?
3. What do you think happened to the planet Ixur?

Extension

1. Ask a volunteer to name the computer in the story. Point out that the computer's name was made up of a letter and numbers. Tell students that people could also give themselves similar names by using their initials, their ages, or their date of birth. Have students make up code names for themselves. Then have individuals try to decode each other's name (i.e., discover the reason for the coding). Ask students to give examples of other things that are identified by letter and number codes. (For example: automobiles by license number, library books by call number.)

2. Ask a volunteer to read the list of El Dragón's special qualities and powers given at the end of the story. Ask students to suggest the names of other powerful things, brave creatures or wise beings, and use the suggestions to form parallel descriptions. (For example: the power of a bulldozer or a tornado; the courage of a lion or a tiger; the wisdom of the Sphinx or Thomas Alva Edison.)

Extending Activity 16

Have students make up their own simple crossword puzzles. First, have each student think of a five-letter word and write it horizontally. Then have students think of words that begin with the first, third, and fifth letters of the five-letter word. Have students write the new words vertically.

For example:

```
c r e a m
o   y   o
n   e   t
e       h
        e
        r
```

Task Cards 27 and 28

AA3, pages 17-24

Trouble in Ryan Town

Synopsis

Ryan Town, a home for wayward youth, is plagued by a series of unexplained calamities until Wilson Forbes arrives and agrees to help his friend, Ms. Ryan, the founder of the home. There are several suspects, but Wilson's discovery of a secret treasure in a hidden cave provides the answer to the mystery and ensures a secure future for Ryan Town.

Vocabulary

explosion	Pieces of rock were thrown fifty feet into the air by the force of the explosion.
reservation	Many Native Americans live on areas of land called reservations.
minerals	Coal, salt, gold, and sand are all minerals.
dripping	Rain was dripping through the ceiling and onto the floor.

Phonics Workout

heaven = heavy + seven rat = rug + at
file = fine + mile

Proper Names

Wilson Forbes (Wil), Ryan Town, Ms. Ryan, Mr. Herrod, *Daily Planet,* Stace, Jerry Wong, Spanish, Ponce de León, Fountain of Youth, Southeast, Native Americans

Comprehension

1. Why did Ms. Ryan call Wilson Forbes? What did he agree to do for her?
2. Why did Wilson try to talk to the kids at Ryan Town? Why didn't they like him?
3. Whom did Wilson follow into the cave? Why did he suspect him?
4. What was the secret of the cave? How did Mr. Herrod discover the secret of the cave?

Extension

1. Hide a small object in the classroom. Review cardinal directions with the class. Then give one student a series of simple directions, such as "Begin at your desk, face north, take three steps to the east," until he or she has located the object. Vary and repeat with other students.
2. Define "explorer" for students as a person who searches for something that is hidden. Point out that a doctor is a kind of explorer, and ask students to name the kinds of things a doctor looks for. Also discuss detectives, dentists, and archaeologists in these terms. Then ask students if they can think of other examples of explorers.

Extending Activity 17

Have students write down sets of three sentences in a sequence. (For example: 1. I went to bed. 2. I had a strange dream. 3. I told my dream to my brother.) Then ask volunteers to read their sentences out of order, and have the class put them in the correct sequence.

Extending Activity 18

Have students make up new sentences that would serve as clues to the answers. (For example: clue number one could read, "A person who writes stories for a newspaper is a ____.")

Task Cards

29, 30, and 31

AA3, pages 25-32

Strange House

Synopsis

Tracey Tai is not afraid of ghosts, and she convinces her friend Betsy to accompany her into a haunted house. The girls find out that the "haunting" is only a cover for counterfeiters. Or is it?

Vocabulary

fake	This diamond isn't real. It's a fake!
horrible	Mac was frightened by a horrible sight.

Special Interest

ghosts, haunted

Phonics Workout

cops = cat + tops dump = dog + lump
chains = chop + rains

Proper Names

Tracey Tai, Betsy (Bet), Palmer, Martha, Jonathan

Comprehension

1. Why did Tracey want to go into the haunted house? Why do you think Betsy went there with Tracey?
2. For what was the house being used? Why was Tracey and Betsy's discovery dangerous for them? How did the girls escape?
3. Betsy and Tracey were still curious about what was going on in the house. Why did they decide not to go back?

Extension

1. Tracey talks Betsy into exploring the haunted house. Initiate a class discussion on the subject of being persuaded to do things that one doesn't want to do or is even afraid of doing. Ask students to tell about times when they have had this experience. How did it turn out? Also discuss whether

there are any general guidelines that people should allow themselves before being talked into doing something.

2. People are afraid of different things. Ask students for examples of things that frighten people. Write students' responses on the chalkboard. Then have students divide these fears into two groups: reasonable and unreasonable.

Extending Activity 19

A. Have students write sentences using the underlined words and the uncircled definition. (For example: Felix took the bundle of sticks to the city dump.) Then have students write a sentence or two related sentences using the underlined words and both definitions. (For example: a bundle of money is worth a bundle.)

B. Have students write a third related pair parallel to each given set. (For example: 7. as bottom is to top.)

Task Cards 32, 33, and 34

AA3, inside back cover

Tricks Anyone?

Proper Name Muffins

Extending Activity 20

A. Have each student write pairs of near synonyms on strips of paper. Then have students exchange paper strips and pair the words.

B. Have students write one or two sentences using the pairs of homophones. (For example: I will meet you at the meat counter.)

Task Card 35

Activity 21 Check It Out!

Time Tunnel Trouble

Synopsis

Conjura's time tunnel is out of whack, and her magical power is weakened. She and Biff are captured by a cruel queen and her bloodthirsy subjects are tricked into fighting an enormous, and seemingly invincible monster, the Gnarth. Conjura and Biff must use cunning as well as magic to escape.

Vocabulary

necklace	Alice wore a diamond necklace around her neck.
creature	A cat is a friendly creature with four legs.
magician	A person with magical powers is called a magician.
arena	The basketball game was held in the arena.
sword	Before guns were invented, a soldier carried a sword.
horrible	Mac was frightened by a horrible sight.

Phonics Workout

chain = chop + rain glowing = glad + low + doing

Proper Names

Conjura, Biff, Gnarth

Comprehension

1. Why were Biff and Conjura captured? To whom were they taken? Why was the queen disappointed when she saw them?
2. How did Conjura and Biff trick the guard? Did the trick allow them to escape from the castle? Where did they end up?
3. At first, Biff's sword was useless against the Gnarth. Why? How did Conjura use her magic so that Biff could use his sword?
4. How did Conjura get Biff to leap into the water?

Extension

1. Point out to students that most of the words in Conjura's commands don't make sense because most words that are written backwards don't spell other words. Point out the exception in her command "Peels ot og." Then list the following words on the chalkboard: *pot, pool, star, live.* Ask individual students to read aloud each word the way Conjura would use it in a command. Then ask how the words on the chalkboard are different from most words. (Written backwards they spell other words.) Then ask students to add to the list on the chalkboard by thinking of other "reversible" words. (For example: *was, tap, raw, lap, tips, not, nuts.)* Then ask students if they can think of any words that, when written backwards, do not change. (For example: *did, a, dad, eye, I, madam.*) Ask students if their names, when written backwards, would spell another word *(Pat, Pam, Ron, Leon, Nat, Meg, Ned, Tam, May, Reed, Don)* or is their name the same backwards and forwards *(Bob, Otto, Nan).*
2. Have students list as many television shows as they can that are set in a time other than the present. Then ask students to choose the setting they would most like to visit using Conjura's time tunnel. Have students make a list of the three things they would take along, and their reasons for choosing them.

Extending Activity 22

A. Have students list as many other compound words as they can, using a word from one of the given lists and a word that is not given. (For example: somebody, within, anything.)

B. Make up two or more teams of students. Read definitions of grade-level words aloud and award points to the team that answers first with the correct word.

C. Have students suggest names for other members of the Gnarth family. (For example: a Gnarth's mother might be a Gnertha, his brother a Gnot.)

Extending Activity 23 Have students draw pictures of other dangerous situations, incorporating an appropriate command by Conjura.

Task Cards 37, 38, 39, and 40

AA4, pages 16-25

Emperor Penguin

Synopsis The Penguin abducts the 12-year-old queen of Swawak and her mother so that he can take over their country and become an emperor. Batman and Robin to the rescue! But their mission is complicated by the Penguin's penguin accomplice and by a mother eagle determined to protect her young. They need the help of the queen's quick wits in order to succeed.

Vocabulary

emperor	Emperor is another name for a king.
umbrella	Carry an umbrella when it is raining and you won't get wet.
poison	Stay away from poison because it is dangerous.
coward	A coward will do just about anything to escape danger.

Phonics Workout beak = boy + squeak

Proper Names Hudson University, Queen Rihu, Swawak, Forster Aptenodytes, Robin, Batman, Penguin, South Pole, Mama

Comprehension

1. Did the Penguin go to Hudson University in person to kidnap Queen Rihu? Who helped him capture her? Where did the Penguin's helpers take the queen?
2. How did Batman and Robin get into the castle? What did they see on their way up the cliff that frightened them? Were they right to be frightened?
3. What did the Penguin want from Queen Rihu? Did he get it? What did he get instead?

Extension

1. Ask students to recall the number of times the Penguin uses the help of birds in the story. (Three times: birds attack the queen's companions at Hudson University, the emperor penguin, the mother eagle). Point out that on the first two occasions the birds were trained by the Penguin to help him, but that only the mother eagle is acting naturally. Then explain to students that people often get help from both trained and untrained birds. Ask them to think of examples. (Trained birds: sending messages by carrier pigeons, hunting animals with falcons, catching fish with pelicans. Untrained birds: chickens laying eggs, birds eating insect pests, ducks and geese producing down.) Tell students that many animals are helpful to people. Have students make lists of animals that help people in some way. (You may suggest a few animals to get them started; for example, Seeing Eye dogs, horses pulling wagons, cows giving milk.)

2. Point out to students that Queen Rihu has an important job in her country. She must decide how Swawak will be governed. Ask each student to make a list of three things he or she would do if he or she were the king or queen of a country.

Extending Activity 24 Have students identify each story frame they used to choose the correct answer.

Extending Activity 25

A. Have students write sentences using the underlined words or phrases and uncircled meanings. (For example: I had to stick my neck out the window to see the parade.)
B. Have students write sentences using the sets of three rhyming words. (For example: The sign says, "That vine is mine!") Have volunteers write a three-line poem using these sets of rhyming words. (For example: To show his power/ He climed the tower/In less than an hour.)

Task Cards 41, 42, and 43

AA4, pages 26-32

The Floronic Woman

Synopsis Green Lantern is attacked by Jackie Woodrue, who has turned herself into the Floronic Woman. Jackie uses plants to capture Green Lantern in her plot to turn the world into an enormous garden ruled by plants. Green Lantern, robbed of his powerful ring, needs Itty's help to defeat the Floronic Woman.

Vocabulary

regular	A regular thing is something you know about, not something strange.
cactus	It hurts to be scratched by the sharp needles of a cactus plant.
floronic	Floronic is a made-up word that comes from the real word flora. Flora means plant life. To call Jackie Woodrue a "floronic woman" means that she is like a plant.
evil	I like people who are good, but I don't like people who are evil.
beware	Tyrone's father said, "You must beware of the cars when you cross the street."

Special Interest recharge, battery

Phonics Workout human = huge + woman worship = work + ship

Proper Names Green Lantern, Great Pacific Northwest, Itty, Jackie Woodrue, Floronic Woman

Comprehension

1. Did Green Lantern use an umbrella in the forest because it was raining? What was falling from the sky? Why were the branches falling?
2. Who knocked out Green Lantern? Where was he when he woke up?

3. What did Jackie Woodrue do with Green Lantern's ring? What creature had Jackie forgotten about? How did this creature help Green Lantern?

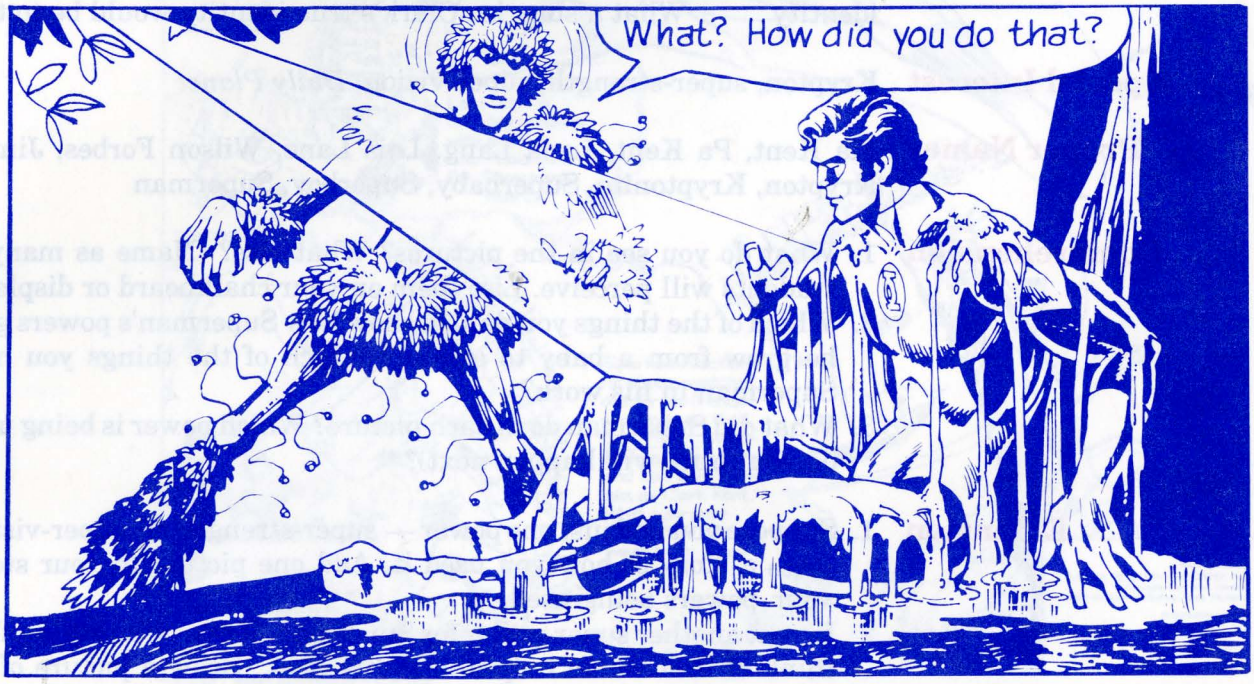
Extension

1. Point out to students that when Green Lantern recharges his ring at the end of the story he recites a poem. Ask a student to read the poem aloud. Then ask another student to read aloud the rhyming words in the poem. Write the words on the chalkboard (*night, sight, might, light*). Ask students to suggest other words that rhyme with them, and write their suggestions on the chalkboard. (For example: *bite, fight, delight, height, kite, right, tight, write.*) Underline *ite, ight,* or *eight* in the words and make clear that rhyming words do not have to be spelled the same way; but they must sound alike. Then write the following words on the chalkboard: *mad, dog, sun, see*. Have students list, on a separate sheet of paper, at least two other words that rhyme with each word on the chalkboard. Ask students to volunteer to read their lists aloud and write their rhyming words under the given words, calling on additional volunteers until all suggestions have been gathered. (If you or any students have first or last names that rhyme with the given words, you may wish to point this out.)
2. Tell students that when the branches fell on Green Lantern he said that rain was usually made up of drops of water. You would expect rain to fall from the sky but not branches. Ask students to suggest other things that might fall from the sky, and ask them to decide whether they are usual or unusual. (For example: usual things would be snow, hail, autumn leaves; unusual things might be an arrow, confetti, pieces of a satellite, a meteorite.) Encourage students to be inventive.

Extending Activity 26

A. Have students make their own word puzzles using words of their choice. Then have them exchange and solve each other's puzzles.
B. Have students make lists of words that contain these "hidden" words: *it, at, ate, and*.

Task Cards 44, 45, and 46



The Gnarth Returns

Vocabulary tummy — The Gnarth's tummy hurt after he ate his huge meal.

Phonics Workout tamer = tiny + name + teacher

Proper Name Gnarth

Extending Activity 27 Have students write and perform a play or skit in which the Gnarth eats a city. Other parts in the play could include a family, members of the police force, a radio announcer, a bus driver with passengers, a person walking a dog, and so on.

Task Card 47

Activity 28 Check It Out!

Superman Poster

Synopsis Superman's life history is illustrated on the poster from his arrival on Earth from the planet Krypton to his true identity as Clark Kent. Superman's powers of flying, super-strength, super-vision, and indestructibility to everything except Kryptonite make him the super-hero of them all.

Vocabulary
developed — As he grew, his super-powers developed.
identity — What a surprise Clark's true identity would be to them.

Special Interest Krypton, super-strength, super-vision, *Daily Planet*

Proper Names Ma Kent, Pa Kent, Lana Lang, Lois Lane, Wilson Forbes, Jimmy Olsen, Krypton, Kryptonite, Superbaby, Superboy, Superman

Comprehension
1. What do you see in the pictures? What else? (Name as many things as students will perceive. List them on your chalkboard or display chart.)
2. Which of the things you named show how Superman's powers grew just as he grew from a baby to a man? Which of the things you named help Superman in his work?
3. What did Superman do in each picture? Which power is being used? (What do you think will happen next)?

Extension
1. Suppose you had just one power — super-strength or super-vision. Tell or write a story of how you used it. Add one picture to your story to show your powers being used.
2. Invent another super-power for Superman. It can be anything that you can think of that would help him in his work. Draw a picture of Superman

using his new power. Then tell or write a story of how it works and what Superman can do with it.

3. Pretend you had a brother who was found in a rocket ship and then grew to be Superman. Choose any picture on the poster or draw your own to help you start your story. Write what happened before the picture was taken, where you were, what you did, and what happened in your story after the picture was taken.

SUPERMAN
Superbaby's rocketship escaped the explosion of his planet Krypton and headed toward Smallville on Earth.
Superbaby began to test his super-powers of flying, super-strength and super-vision. And life on the farm with Ma and Pa Kent was full of adventure.
As he grew, his super-powers developed. At the same time Superboy put out a fire, he rescued Lana Lang.
Lana was to one day compete with another L.L.- Lois Lane- for Superman's heart.
Superman in action! He always watches out for his friends who work at the Daily Planet. Wilson Forbes, Jimmy Olsen, and Lois Lane know him as Clark Kent. What a surprise Clark's true identity would be to them!
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SKILLS OBJECTIVES LIST

STORY TITLE	OBJECTIVES	READER PAGE NOS.	ACTIVITY MASTER
COMIC READER AA1			
The Germ People	Recalls content details; sequences letters to form words; uses picture as self-correcting device	1-10	1
The Indian Navy	A. Forms superlatives given adjectives B. Completes sentences using words from story to paraphrase given sentences; recognizes number and sequences of letters in words.	11-19	2
Catch the Plane	A. Determines words, given their meanings and clues to number and sequence of letters. B. Relates rhyming elements in words; distinguishes between aural and visual rhymes	20-21	3
The Insect Queen	Identifies solutions to problems; relates characteristics to abilities; locates details in a reading selection	22-27	4
Dinosaur Diamonds	A. Relates character to particular story characters B. Relates story characters to given events; relates specific actions with story characters; uses story to document narrative details	28-32	5
Little Brontosaurus	Determines appropriate adjectives to describe specific animals	IBC	6
Check It Out!	A. Reviews 2A B. Reviews 3A C. Reviews 3B	XXX	7
COMIC READER AA2			
Battle of the Sea People	A. Relates specific character traits to particular events in which those traits were used to describe a character in the story B. Alphabetizes words by first and second letters C. Predicts outcomes of events in a story	1-11	8
	A. Determines relationship between story characters and their quotations; uses sentence context to determine speakers of quotations		9

STORY TITLE	OBJECTIVES	READER PAGE NOS.	ACTIVITY MASTER
	B. Composes sentences using a specified word in each		
The Golden Lie Detector	A. Uses story to verify true-false comprehension sentences B. Identifies nouns formed by adding *-er* endings to given verbs C. Determines cases in which nouns are formed from verbs	12-17	10
That Stealing Cat	Relates rhyming elements in words; uses sentence context to select adjectives for given nouns	18-25	11
Superbaby's Strange Pet	Relates rhyming elements in words	26-32	12
Juanito	Recognizes initial consonants and consonant blends in words; forms and writes new words containing identical parts of words	IBC	13
Check It Out!	A. Reviews 10B B. Reviews 13 C. Reviews 8B D. Reviews 9B	XXX	14
COMIC READER AA3			
Lois Lane, Detective Reporter	A. Forms nouns by adding *-r* and *-er* endings to given verbs; uses dictionary to document correct spelling of words B. Relates specific occupations or activities with story characters; uses story to document narrative details C. Relates rhyming elements in words; distinguishes between aural and visual rhymes	1-8	15
El Dragon	Identifies words given their meaning or context clues; uses number and sequence of letters to place words in puzzle array; uses puzzle array as self-correcting device	9-16	16
Trouble in Ryan Town	Determines relationship between pictures and words in story with narrative sentences; sequences pairs of sentences relating events of story	17-24	17
	Recalls content details; determines words given clue to their meanings and number of letters		18
Strange House	A. Determines correct meanings of multi-meaning words by using context clues	25-32	19

STORY TITLE	OBJECTIVES	READER PAGE NOS.	ACTIVITY MASTER
	B. Identifies relationship between words in related pair; completes parallel relationship between words in second pair; uses number and sequence of letters to write words in puzzle array; uses key word in array as self-correcting device		
Tricks Anyone?	A. Identifies synonyms; uses dictionary to document correct meanings of given words B. Determines and writes words that are homographs of given words	IBC	20
Check It Out!	A. Reviews 15A B. Reviews 19A C. Reviews 15C D. Reviews 20C	XXX	21
COMIC READER AA4			
Time Tunnel Trouble	A. Combines words to make compound words B. Relates words to their correct meanings; uses story and dictionary to document meanings of given words C. Uses story to locate specific information; writes definition of given term	1-15	22
	Identifies words from scrambled letters; uses left to right sequence to encode words in sentences		23
Emperor Penguin	Relates causes with their results; identifies correct answers to questions of comprehension	16-25	24
	A. Determines correct meanings of idiomatic or multi-meaning words by using context clues and story context B. Relates rhyming elements in words; distinguishes between aural and visual rhyme		25
The Floronic Woman	A. Identifies number and sequence of letters for given words in puzzle array of letters B. Locates complete words contained within other words with dissimilar roots	26-32	26
The Gnarth Returns	Recalls details from story; uses context clues and rhyming elements of words to determine which words to use to complete rhymed verses	IBC	27
Check It Out!	A. Reviews 22A B. Reviews 26A	XXX	28

MASTER TITLE (For Use at Any Time)	OBJECTIVES	MASTER NO.
What's Missing?	Compares elements of two similar but scrambled groups of pictures to find one missing object	29
For Word, Ho!	Forms new words that begin with *for,* given their meaning and number of letters	30
Fill in the Words	Determines and forms words given context clues to meaning and number of letters	31
Wrong Word Willie	Corrects specified words using context clues to meaning	32
Mixed Up Words	Identifies scrambled letters; uses words formed from letters of unscrambled words as self-correcting devices	33
Hidden Picture	Identifies rhyming elements of words in mixed array of rhymes and non-rhymes; uses spaces occupied by rhyming words to form pictures; uses pictorial aids as self-correcting device	34
Super Words	Sequences letters from given words to find new words	35
Comic Cut-Outs	Rearranges pictures containing blurbs (captions) to provide sequence for given story; uses main idea of given sequence to provide title for story	36
Look-alike Words	Forms words, given parts of the specified words and the location of the missing letters	37
Hunt-A-Hero	Establishes path through maze; accumulates letters to form proper name; uses proper name as self-correcting device	38
Cat Crossword	Identifies words by relating them to synonyms or definitions; uses number and sequence of letters to place words in puzzle array; uses puzzle array as self-correcting device	39 and 40 (2 page exercise)

Vocabulary Index

Each word that is not within the vocabulary control for SUPER AA and each proper name used in SUPER AA is listed here with the number of the page on which it first appears in each reader. These words and names also appear in the lesson plans for the corresponding stories in the Teacher's Manual.

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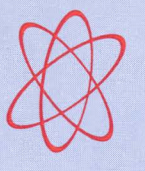

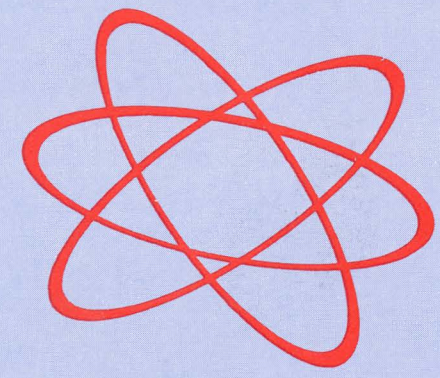

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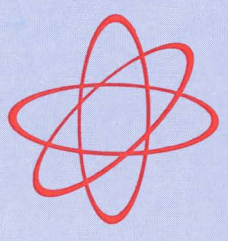

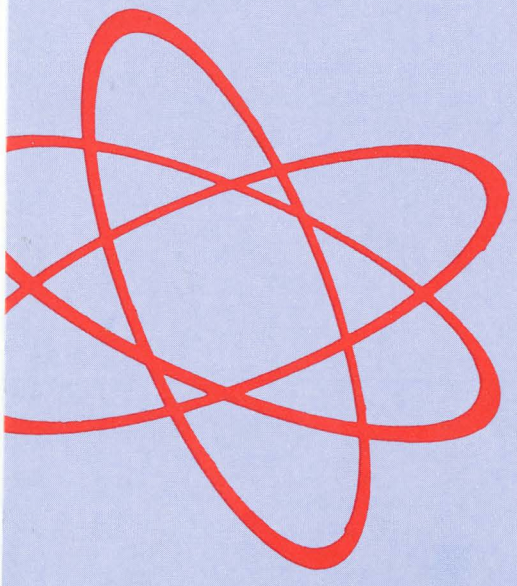

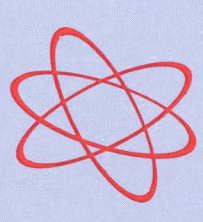

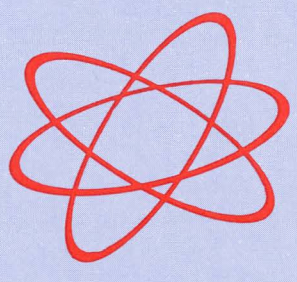

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